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WOMAN'S COLLEGE  
LYNCHBURG, VA.



THE INAUGURATION  
OF  
DICE ROBINS ANDERSON  
A. M., Ph.D.  
AS PRESIDENT OF  
Randolph-Macon Woman's College

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PRESIDENT DICE ROBINS ANDERSON

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## INTRODUCTION

In the Fall of 1920 the Executive Committee of the Board of Trustees for the Randolph-Macon Woman's College authorized the Faculty of Randolph-Macon Woman's College to undertake and proceed with plans for the formal inauguration of President Dice Robins Anderson who, elected to the presidency on December 30, 1919, had entered upon the duties of that office April 1, 1920. An Inaugural Committee was appointed consisting of Professors Kilby, Martin and Lipscomb. This Committee set April 30, 1921, as the day for the inauguration, the same being the date for the annual May Day celebration, and appointed the following sub-committees:

Invitation Committee: Professors Peake, Davis, Kern; Entertainment Committee: Misses Belding, Powell, Larew; Receiving Committee: Professors Crooks, Zdanowicz, Ayers; Luncheon Committee: Misses Whiteside, Russell, Cornelius, Forbes; Reception Committee: Misses Powell, Larew, Whiteside; Banquet Committee: Misses Mary Westall, Annie Westall, Nan Thornton, Bess Masten.

It was decided that all the exercises should be held at the College and should take place in the following order: (1) The Inauguration of the President, Saturday morning April 30, at 10 o'clock, in the College Chapel; (2) Luncheon to delegates and alumnae at 12:30 o'clock in Smith Hall Dining Room; (3) May Day Exercises 4:30 P. M., on the Campus; (4) Reception 7:00 P. M., Smith Hall Parlor; (5) Banquet 8:00 P. M., Smith Hall Dining Room.

# INAUGURAL EXERCISES

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(Procession will form in Smith Hall Corridor, towards East Hall, at 9.40 A. M.

Exercises Will Begin at 10:00 A. M.



## PROGRAM

INVOCATION

ADDRESS

HARRY PRATT JUDSON, A. M., LL.D.,  
President University of Chicago

Music

### INDUCTION OF THE PRESIDENT INTO OFFICE

REV. B. F. LIPSCOMB, D. D.  
Vice-President Board of Trustees

### INAUGURAL ADDRESS

PRESIDENT DICE ROBINS ANDERSON, A. M., PH. D.

Music

### GREETINGS FROM THE COLLEGES

### BENEDICTION

# ADDRESS

PRESIDENT HARRY PRATT JUDSON

*University of Chicago*

There never has been a time when membership in a college faculty has meant so much as it does today and therefore the leadership of a college faculty has a new significance. The exact relationship of faculty, President and Trustees has been made the matter of more or less acrimonious discussion—but after all a discussion essentially trivial. In any event the President is the leader of the college, and the influence of the President is just the power of the man who holds the office. Statutes and regulations and limitations are ropes which bind a pygmy, but are cobwebs to a giant. Democracy longs for leadership and follows with irresistible power where it has given its confidence.

Why does the college mean so much today? There has been of late years a great increase of interest in education. The state of Wisconsin may be taken as fairly typical. In the last ten years the population has increased about twelve percent, the enrollment in the state university has increased one hundred percent while the attendance at the high schools has increased more than one hundred percent. Meanwhile the same story comes from the small colleges of the state and to some extent from the normal schools. No doubt the war for many reasons gave an impetus to the movement which therefore may be temporary. But the process began long before the war and bids fair to go on for years to come. The next generation of adults will have far more schooling than we have. Whether they prove more energetic, more efficient, more intelligent, more wise than this generation will depend largely on the teaching we give them—on the leadership in thought and in training which our college faculties are now prepared to afford.

What shall be the substance of this teaching? Shall it be knowledge?

But the forms of knowledge multiply with the years. At best in the short time of youth there can be but a few things learned from the vast ocean of human lore. Perhaps what the college senior

knows compared with what that same mind contained a few years earlier may bulk rather large. But what the college senior knows contrasted with mature attainments is at best but a vulgar fraction.

Shall it be the training of mental faculties?

Doubtless. Unless one is able to think in a straight line, to judge sanely without being swayed by prejudice or emotion, surely school and college are of little avail.

Still, without presuming to select the essence of education, what seems to me most worth while in it all is the adjustment of the whole person to truth as a ruling motive. Knowledge and training, memory and judgment come to little unless the attainment of truth is a primary motive, unless the perception of truth is a matter of unerring accuracy, unless truth becomes an instinct of life.

What is truth?

Our test, we say, is certainty. We are certain of what we know to be true. We may be strongly convinced of the truth of what we believe. We doubt the truth of what seems to bring less evidence. This, of course, is a subjective test. It depends on a state of mind—and different minds have very different attitudes toward evidence. Here too, is the very heart of education. The untrained mind is not able to discriminate between knowledge and belief, is not able to sift and weigh evidence, is unduly swayed by prepossessions, is easily affected by the bias of personal interest, of friendship or of ill-will. Certainty and knowledge are easily asserted on the flimsiest grounds, if only the desire precedes. We are all eager to believe what we wish to believe. On the other hand the trained mind holds judgment in suspense until the evidence is all in, and can be deliberately weighed; distinguishes carefully between certainty and probability; and estimates justly the different classes of evidence. Few things would be a greater contribution from our educational institutions to the social well-being of the republic than a thorough training of our people in the character and weight of evidence. The fantastic notions, social, political and religious, which run like wildfire through a community; the hasty credence so widely given to the most improbable rumors; the queer persistence in the public mind of totally erroneous beliefs—these are a tribute to our indiscriminating capacity of credulity. It was one of the humorists of

the past generation who spoke of the American boy as "knowing so many things that aint so." Barnum, the matchless showman, made several fortunes, in part because as he said, the American people dearly love to be humbugged. We still find many who believe that at his first inauguration Jefferson rode unattended to the Capitol and with his own hands tied his horse to the fence—a quaint story of democracy long exploded by historical investigation. Some years ago a morning paper in Minnesota announced with great headlines that during the preceding night a steel bridge over the Mississippi had been struck by lightning and burned to ashes, and people came hurrying to see the ruins. Among other things which they had not noticed was the date, April 1st.

In fact what we call knowledge falls into two classes, knowledge actual and knowledge approximate. Few things we really know, and those few are within the domain of our individual consciousness. But the great mass of our mental store are matters of inference—of belief. I do not know that Mr. Harding is President of the United States; who can tell what has happened in Washington since we gathered in this place? I do not know that George Washington ever lived; but my belief in his existence is based on evidence so overwhelming that it approximates knowledge. In other words, the probability is so great as to approximate certainty. It is idle to suppose that we can attain absolute certainty in most matters, and it is the ill-trained mind which is so ready with unqualified assertion. Nearly the whole subject matter of our life is based on belief not on knowledge; on probability duly weighed. The thoughtful mind realizes then that truth which is a matter of inference is quite as valuable, providing only that the evidence is adequate, as what we so rashly claim as certain knowledge.

An ignorant person often cannot understand evidence. How can it then have any weight on his mind? Why attempt to argue great and complicated questions of national finance or of public economy with an electorate which does not read and which could not tell political economy from an eclipse? Why discuss profound questions of metaphysical theology with a people to whom its very phraseology is an unknown tongue? Still, democracy in state and in church implies the settlement of just such questions by minds

which are by no means fully trained either in economics, in public law, or in theological philosophy—the settlement, of course, not so far as the ascertaining of truth is concerned, but in the practical application of truths to human affairs. Evidently democracy is impossible without a rather high degree of general intelligence, without a reasonable degree of self-control, and without a prevalent sense of social obligation. With these three essential elements present a democratic state is entirely practicable, and is in fact the highest form of political evolution. In such a state it is possible to carry on a “campaign of education” on questions which seem the most abstruse, and to such campaigns our American democracy is in the long run accurately responsive. Such truths as affect human conduct can be comprehended and applied by the common man. Otherwise a republic on a democratic basis would be an idle dream.

One of the most serious difficulties in the way of public enlightenment on most questions it must be said is not so much the lack of knowledge as the existence of an abundance of prejudice. Prejudice is an opinion antecedent to evidence and which is itself usually not amenable to reason. Such prepossessions, and their influence in warping logical thought, are the commonest thing in the world. There is the good man who is convinced that the evil genius of all things, social and political, is the Masonic Order. There is the worthy soul who sees the money power looming lurid on every horizon. There is the man who never sees anything good in an Irishman or a “Dutchman” or a Jew. All these and countless other fixed ideas are unresponsive to any of the changing conditions of human knowledge and human experience. But the man whose intellectual vitality is real, finds himself living in the world, breathing the air, changing and developing in accordance with environment, responding to every wave of life that pulsates through his veins. Truth is living, and life means change. Truth is many-sided, and it is far from easy to grasp at once all its implications; hence the grievous misunderstanding of so many truths. Intellectual shallowness is content with a hasty apprehension of things, and partial apprehension is often little more than misapprehension. It is well for us to remember that error consists often not so much in a positively wrong notion as in an inadequate notion. I suppose it

is true that ours is not a reflective age. We are always in a hurry, and usually in too much of a hurry to think. To apprehend the truth adequately requires patience and time and thought. Few of us are patient—few of us have time enough for real thought.

Another consideration often ignored is that a particular truth when found is not all truth. It may or may not be an important part of truth. It may or may not be more important than other specific truths. It may be important for some things and trivial for others. In short the *relativity of truth* is one of the most vital considerations of human thought. Our scientific investigators are busy seeking for truth. One discovers a new law for the iota subscript in Greek. Another finds and describes a new species of butterfly. Another isolates the microorganism which causes a particular form of disease. Still another discovers a heretofore unknown manuscript of one of the gospels. Are all facts when established of equal importance? Does it at all matter what the form of truth may be which is added to human knowledge? That depends altogether on the end in view. So far as human health and life are concerned no one can doubt the transcendent importance of the discovery of the bacteriologist. The great blessings which have come to humanity from the work of Pasteur and Koch and their co-laborers throughout the world can hardly be put adequately into words, and well warrant the great expenditure in money and time and effort which are now so marked a feature of our modern scientific life. From this point of view Greek scholarship is a trifling matter, butterflies are of little account and the gospels may well rest as they have been known to us for ages.

Yet human life, precious as it is, is of little importance in comparison with what one does with it. Is life worth living? That depends on what the life is. It is well that medical science should rescue a little child from a disease heretofore invariably fatal. But if all that follows is for the child to grow up under conditions of poverty and vice which inevitably imprint the stamp of misery and crime, what after all is the gain? On the whole is either the individual or society enriched by the life that science has given? Hardly. Here then we see the relative value of another form of truth, attained by another science, that of human society. If prin-

ciples can be reached whose application will drain the unwholesome morasses of our modern crowded populations, if the little ones can be saved not merely from physical danger but from moral pestilence as well, then we have not merely life saved, but also life made clean and useful and happy. These truths of mental and moral sanitation, therefore, at once seem to transcend those of medical science. The physician turns the children over to the parent and the school and the church; medicine is a means to a further and more significant end.

Thus the truths of human thought are interwoven with one another; one depends on another; their importance is a matter of relative values. And here is the field for the true wisdom which education, whether of school or of life, should bring to the thoughtful and well-balanced mind. The test of wisdom is the power to evaluate truths, to assign to each its own place and its relative worth. On the other hand, the half educated mind has no such sense of proportion. Convictions are disjointed, taken each by itself with no thought of its bearing on others. Such an attitude toward life gives it a sort of Chinese perspective.

To this category we are apt to assign the men of one idea who have wrought so much for the world. We say, perhaps, that Cromwell and John Knox enormously exaggerated one phase of religion and politics, and Ignatius Loyola another; we may call them fanatics. Palissy, the potter, Stephenson, the inventor, Wilberforce, the prison reformer, were dominated each by one idea. We hear in our time of adherents of the free coinage of silver, of the single tax, of socialism, and of a thousand other social or political programs, who seem to find each in his pet theory the solution of every recurring question. Whether we may call them reformers or merely cranks perhaps depends somewhat on our point of view. There can be no doubt that there are times when one truth at least for the time being, rightly subordinates all others. Such a question was the nature of our federal union in 1861. Such a question was the rights of the English Parliament in 1640 and in 1688. Possibly we may say that a fanatic is one who unduly exaggerates the importance of any particular form of truth until it becomes an obsession. But it by no means follows that all who are called fanatics are for that

reason in the category of great reformers. Some dreamers of great ideas for social regeneration have been deemed crazy. We are not for that reason going to open the doors of our insane asylums. Further, we by no means shut up in these asylums all the crazy people, but merely those who are dangerous. Many more are at large. The test of insanity, we remember is the existence of mental delusions. The crank is not necessarily insane. He merely has an incorrigible twist in his way of looking at truth, which is next door, perhaps, to having an insane delusion. He is like the little river steamboat, described by Lincoln—the boiler was so small that when the whistle blew the boat had to stop; there was not steam enough for both the wheel and the whistle.

Or may we put it this way:

A wise man is one who, be his knowledge great or small, has a just sense of the relative importance of what he knows and guides his conduct accordingly. A fanatic is one who unduly exaggerates relative values. A crank is an unimportant fanatic.

The old adage runs, "Truth is mighty and will prevail." Doubtless that expresses what is substantially correct. In the long run we may perhaps depend on it that truth will win its way. And yet it is not truth alone which is victorious. Truth in itself is imbecile; it has won no victories; it has established no great cause; it has overthrown no error.

Truth does indeed become mighty, but in the main only when incarnate in a human soul. A true man is always and everywhere a power for righteousness. Martin Luther was the truth that man is accountable to God directly, without human intervention. Cromwell was the truth that kings are the servants of the state, not masters. Apostle and prophet and hero, poet and painter and scholar—all are great and sway the souls of men just in the proportion that truth breathes through their lips and is embodied in their deeds and in their words. Truth is a creative and a plastic power, then, only when men love it and act it and live it.

The college owes it to its students then, to make truth, in all these senses the soul of its technique and of its life. If in the years they give to alma mater, they can learn to choose truth as their chief aim

in life, to seek to know what is true and to speak what is true, but above all to be the incarnation of truth, then the college will deserve well of the republic.

INDUCTION OF  
PRESIDENT ANDERSON INTO OFFICE  
BY  
REV. B. F. LIPSCOMB, D. D.,  
*First Vice-President Board of Trustees*

One of the cheering signs of the time, especially in our Southland, is the wide spread revival of interest in the subject of education. More and more our people are coming to realize its great value and to covet for their boys and girls better advantages than their fathers and mothers possessed.

A striking manifestation of this educational awakening is the inauguration of the Christian Education Movement in our Church. We are calling upon our people to contribute in the next five years the sum of thirty-three million dollars for the strengthening and enlargement of our educational institutions.

In this forward movement Randolph-Macon has played an important part, for she was a pioneer in the field of higher education for the young women of the South. That able, energetic and forward-looking man, William Waugh Smith, founder and first president of this college, builded better than he knew when upon these picturesque hills he established this noble institution. Not only did he found a school of incalculable value to this and to coming generations of young women, and incidentally erect a monument to its founder more enduring than bronze or marble, but by his heroic example he inspired others to go and do likewise. The Randolph-Macon System, splendid product of the genius of this gifted man, is a shining illustration of what faith and courage can accomplish in the teeth of adverse circumstances.

What Randolph-Macon stands for is character plus culture, the training of both mind and spirit. She holds with Phillips Brooks that this life is the workshop where God makes men, and the life to come the palace hall where he shows them. She believes, too, that this work of shaping character is committed in large part to the teacher.

The thing of paramount importance therefore, in a college is not its grounds and buildings, its library and its laboratories, valuable as they may be, but rather its personnel. Of what sort are the men and women into whose hands our boys and girls are committed? Arnold of Rugby and Webb of Bell Buckle might have taught in log school houses and they would still have been mighty factors in the educational life of their respective countries. In the school, as everywhere, personality is the thing of greatest worth. Diogenes is still going up and down in the earth looking for a man.

Not long ago it fell to my lot to serve on a committee charged with this Diogenean task. In the providence of God the genial and scholarly gentleman who succeeded Dr. Smith in the presidency of this college had been called up higher. And where should we find a worthy successor, a man of high character, of ripe scholarship, of proven executive ability? The nominating committee looked the field over and looked above for guidance, and presently the star stood over the seven-hilled city on the James. There we found what we sought—a man born and bred in a Methodist parsonage, trained in a Christian college and in one of our great universities, well versed in the traditions of Randolph-Macon and imbued with her spirit, a gentleman, a scholar and an executive of no mean ability. God gave us favor in his eyes as he had first found favor with us, and after a short, but ardent courtship the bargain was sealed. And, ladies and gentlemen, the marriage ceremony is now being performed.

Permit me to congratulate you, Dr. Anderson, upon coming to your kingdom at a time like this. A magnificent opportunity is yours. A great door and effectual is set before you, and though adversaries of one sort or another may abound, I bid you believe that your helpers are more numerous and more powerful than they. Supporting you heartily in all your activities is a sympathetic Board of Trustees, an able and loyal faculty, and enthusiastic student body, alumnæ of which any institution might well be proud, and an awakened Church bearing in her hands large offerings for the cause of Christian Education. And over all the great God whose you are and whom you serve. With such a backing you cannot fail. But if, under the pressure of arduous duties and confronted by for-

midable obstacles, you shall some day become doubtful and afraid, my prayer for you is that your eyes, like those of the prophet's servant of old, may then be opened to see the mighty hosts that are round about you, and that you may find strength and comfort in the thought that they who are for you are more than all that can be against you. "Deal courageously and the Lord shall be with the good."

And now, sir, as the representative of the Board of Trustees of Randolph-Macon College, and by its authority, I commit to your keeping the charter and seal of this college, to the presidency of which you have been elected, and invest you with all the dignity and prerogatives pertaining to your office. Cherish the traditions of this institution, maintain its standards and lead it on to yet higher things. And may God abundantly bless your labors.

## INAUGURAL ADDRESS

PRESIDENT DICE ROBINS ANDERSON

Mr. Chairman, Ladies and Gentlemen:

I appreciate the action of the Executive Committee of the Randolph-Macon Woman's College in authorizing these exercises of installation, the kind and enthusiastic activity of the Faculty and their Committees in arranging them, and the courteous consideration on the part of delegates from other Colleges and many friends, manifested in their attendance. I am particularly grateful for the presence here, despite his many other obligations and important duties, of the learned and distinguished President of the University of Chicago, to which a number of us are so much indebted and I cherish his wise and noble utterance. I wish to thank the Vice President of the Board of Trustees for presiding and for speaking words of inspiration, gathering weight not only from his official position on the Board of Trustees and in the Church but also from his own helpfulness in counsel, greatness of spirit, consecration to the cause of education and the welfare of young men and young women—from his wise and gracious understanding of College problems and his gentlemanly reasonableness. I recognize the large responsibility to which Dr. Lipscomb and his colleagues have in their discretion seen fit to call me and the sacred obligations which they have committed to my care. No position makes larger demands on a greater variety of desirable talents than the position of the Presidency of a growing and ambitious institution of higher learning. He who in the whirl of circumstance is called to discharge the duties of this office is expected to be an educator of experience and originality, who can unravel all of the mysteries of pedagogical science, who is a scholar, knowing himself well some field of human knowledge and acquainted by actual laborious effort with methods of research; an administrator capable of co-ordinating the various elements and departments of a College world, securing efficient action and maintaining harmony and good will; a financier, if not technically versed in all the details of bookkeeping, statistics, markets and investments, at any rate able to propose plans of economy, of wise expenditure and expansion of income, and not unskilled in the gentle

art of coaxing coin from the reluctant pockets of those who would be known as friends of education and of the arts; if not an orator and a literary artist, at least an effective speaker and a clear and logical writer who can present the cause of the College and of scholarship at any time and to any audience, night or day, and night and day, as well as preach on Sunday, address Chambers of Commerce, Bankers' Conventions, and all manner of Woman's Clubs on any subject hinted at in the college curriculum or referred to in current periodicals, and to do so in such a manner that each auditor will feel that you agree with him; of unlimited physical endurance, mental alertness, unerring good taste, moral courage, good-will and charity, religious conviction and devotion; and most important a lover of people, a maker and a cherisher of friends, and, above all, a sympathetic, broad minded, patient, self-abandoning comrade of young men and young women. These are a few of the many fields in which a College President is supposed to excel and must excel to make certain of the greatest success. (My friend Dr. Henry Louis Smith has a different list—which must be added to my own.) Now, Mr. Chairman, these qualities, all of them, are demanded and are needed. But before asking you to accept my resignation I want to add in defense that, unless some of those present are an exception, no human beings now living excel in each of these qualities. All that one can do is to consecrate without stint the capacities with which one is endowed and pray that the Bestower of all Gifts may increase these, and add others, that the work of God in such a place may be worthily done.

It is not necessary this morning for me to attempt to instruct my fellow educators on the latest tendencies of educational theory and practice, or to re-examine the foundation of scholarship and higher learning. It may not, however, be out of place for one at this time to affirm his educational convictions and to indicate his appreciation of the fundamental principles underlying the establishment of Colleges. But, after all, I presume that our interest today is more particularly in this College, in this place, in its spirit and problems, and one may therefore not improperly relate his remarks, directly or indirectly, to the Randolph-Macon Woman's College.

In calling one to accept the Presidency of Randolph-Macon Woman's College, the Trustees are calling him to accept responsibility for carrying on a great tradition. For this institution in its present state of growth sends its roots down into a rich and fertile past. It draws strength and adornment from the vision, ideals, achievements, and personalities of former days. It may not be familiar history to all here that the rooting of the enterprise, of which this institution is a part, was in days when there was a strange working of the spirit of man in this country. On February 3, 1830, a charter was granted by the General Assembly of Virginia to the Trustees of Randolph-Macon College and in 1832 was founded, at Boydton, Virginia, the Randolph-Macon College—the oldest existing Methodist College by date of charter. It is not inappropriate on a day like this to recall the names of Rev. Hezekiah G. Leigh, who seems to have had the heavenly vision to plan this thing, and Gabriel P. Disosway, a prominent business man of Petersburg, Virginia, formerly and later also of New York. The first Chairman of the Board of Trustees of Randolph-Macon College was the Reverend John Early, later Bishop John Early, whose remains lie buried in the city of Lynchburg, Virginia. The first President of Randolph-Macon College was the Rev. Stephen Olin, a native of Vermont, a trained and experienced educator, of whom it has been said: "He was of large and majestic form, a physical and intellectual giant, a paragon of moral and religious excellence, a perfect model of a Christian gentleman and scholar and pulpit orator." In succession to him, through the years, have come men of ability and consecration as heads of the old Mother Randolph-Macon College, surrounded too, by skilled and patient and self-sacrificing associates until this generation of ours, when the best traditions of Randolph-Macon character, personality, taste, and consecration are represented in our senior Colleague, loved and honored everywhere, Dr. Robert Emory Blackwell, President of Randolph-Macon College. The College, sir, over which my distinguished teacher and friend presides, is a small College as the world defines size. It has only a dozen professors, a few buildings, a meager income, a small endowment. But it is very wealthy in the quality of its guiding spirits, in the ideals that control its spiritual destiny, and in the manly product which it has given to

the world. In its history there have been only 945 degree graduates, but there have gone from its halls 509 Ministers, 185 Attorneys-at-law, 174 Physicians, 36 College Presidents, 129 College Professors and instructors, besides 234 other teachers, 16 Missionaries, 30 heroes who gave their lives in the War Between the States, 207 soldiers and sailors in the late War, not including those enrolled in the Student Army Corps, and 8 who made the supreme sacrifice in the defense of the world's civilization. We may hope for our Mother College a vast increase in the resources whereby her faithful servants may the more readily do their work, but chiefly may we hope for her an undeviating adherence to the ideals which have made her great, though small, and the same devoted and successful effort to produce strong and good men.

The Mother College has given birth to other institutions, which do credit to the name—notably the Randolph-Macon Academy at Bedford, Virginia, founded in 1890, the Randolph-Macon Academy at Front Royal, Virginia, in 1892 and the Randolph-Macon Institute in Danville, Virginia, in 1897. These are respectively presided over by our able and cherished friends, Principals E. Sumter Smith, Charles L. Melton, and Charles G. Evans, who have done for Virginia and the South invaluable service. The Randolph-Macon Woman's College proceeded from a desire on the part of far seeing leaders, in particular of one far seeing leader, to establish South of the Mason and Dixon Line an institution for women which would offer to our young women in this part of the land advantages equal to those afforded by the better colleges for men and similar to those offered by the noble colleges for women in the North—Vassar, Mt. Holyoke, Smith, Wellesley, and others, which had proved that women would appreciate and use to the fullest advantage in a manner at least as successful as men the highest privileges of scholarly instruction. Many institutions for women in the South had done a valuable service for girls and young women, but by 1890 the time had come when it was possible and wise to supplement this work by an institution that would represent a culmination of educational efforts for women in the South. Many doubted; conservatism was strong in those days in these parts of the world; and the effects of the Civil War had not disappeared in the continued poverty of our

people. But into the spirit of one great soul had entered the determination to realize this ambition, and in his mind and character were combined the strong and appealing qualities that were needed to conciliate, to persuade, to organize, and to build. The Randolph-Macon Woman's College, therefore, is the product of the Randolph-Macon ideal, of the educational efforts of the South for women, of the example of large successful endeavor for woman's education in other parts of the country, and of the greatness of one human soul.

In the Educational Pageant presented at this 'College last year Randolph-Macon outlined her ideals and offered her homage to the inspiring genius of Dr. William Waugh Smith 'in *at least* better poetry than I can write:

The name of those things that I prize indeed  
Is legion. Honor first and truth I do esteem  
As do we all. Then lofty scholarship  
That ever setting for itself a high  
And still a higher goal doth find no rest,  
No flowery beds of ease on which to lie;  
The government of students by themselves,  
A true' and real democracy, I prize.  
But most of all I prize the source of all  
That Randolph-Macon proudly holds the best—  
The will and trust and courage of one man  
The love and self-denying faith of him  
We name with pride our Founder—

Doctor Smith.

'Twas he that dreamed the dream and saw the vision,  
'Twas he that still undaunted, undismayed  
Believed in face of doubt, discouragement,  
And gloom;  
And saw a way to prove his faith to those  
Who said the women of the South did need  
No higher education than they had,  
That here no college such as that he planned  
Could live—much less could grow and thrive and prosper.  
To those who spoke in this objecting voice  
He said that he would nothing save the best,  
Naught else he thought was worthy of his zeal  
Nor of those women purposeful and strong  
Whose cause and enterprize he made his own.

And in this presence today may I not pay homage to the scholarly, patient, and devoted spirit of my immediate predecessor, the lamented President William Alexander Webb.

This College has since its beginning stood for sincere, reliable work, that would command respect everywhere because of its thoroughness and quality. It has endeavored to be an inspiration in the Southern States to those who sought to develop other institutions of higher learning for women. It has promoted the strengthening of Secondary Education. It has sent 330 College trained teachers to carry the best ideals of scholarship everywhere into the South and into many places in different parts of the country. From it have sailed to the foreign field more missionaries than it has sent forth graduating classes. From it have gone nurses, social and philanthropic workers, and public servants. In 27 years 1132 graduates have gone to all the ends of the earth and 5000 young women bear the impress of its instruction and influence. The Alumnæ records prove that learning and culture at this place at any rate do not prevent young women from founding homes and rocking the cradle.

Mr. Chairman, in calling me to accept this position you call upon me to carry on the traditions of Leigh and Disosway, Olin, Duncan, Bennett, and Blackwell; you ask me to accept the spiritual inheritance left by Dr. Smith; you place in my charge this sincere devotion to sound learning, this spirit of loyalty and friendliness; this moral purpose and consecration to service; these religious convictions, and that dynamic religious power that unite themselves to this name. I shall endeavor to be true to the great traditions.

It is an inspiration to all engaged in the work of Education that they labor not alone. They are cheered by the companionship of other teachers, by other institutions animated by the same high purpose and devoted to the same ideals. And so while Randolph-Macon as is true of all other seats of high learning, has a distinctness of its own, it claims no monopoly on the qualities mentioned above, and is alike studious of the forces that influence educational progress. No college can exist by and of itself. It cannot be altogether independent of the practices of the educational world, and of the prevalent views of educational leaders and thinkers. It is a part of the

educational agencies of the country, drawing from high schools and academies and sending them back trained instructors; it must be willing to learn of others, and should strive to do some things so well as to teach others. It should be responsive to the demand of the time that now is, with courtesy and reverence to the times that have been. It should be willing to examine its work, conscientiously and impartially, from year to year, testing it in the light of experience and thought and demand. There is no merit in dropping out or adding on, breaking with the past, or holding tenaciously to every thing that has been. There is, however, distinct merit in the application to educational processes and forms of the same spirit of impartial and objective examination and investigation that scholars apply to all other systems of philosophy and to all other institutions of society. A changeless college would be a dead college; a college always changing would lack consistency of purpose and stability of work.

However, it is comforting to all believers in a liberal education, whatever their differences in detail, to believe that recent events have tended to emphasize the significance of the work which we are doing. Mr. Chairman, you call me to this institution at a time when the world has been compelled to see as never before the enormous power of the impact of social heredity imposed by educational processes on the impressionable and idealistic mind of youth. Making all allowance for exaggeration and propaganda, it no doubt is true that in about a generation's time the psychology of the German people was transformed; that they came to accept the doctrine of might, of the necessity and righteousness of war, of the supreme destiny of the German people, and of the legitimacy of their conquest of mankind, without reference to ideals beyond national aspirations. The philosophy of Heckel, Nietzsche, and Treitschke came to dominate. "The seat and center" of the vast experiment throughout the whole period of accomplishment was in the mind of the young. It was the German educational system which created the psychology which carried modern Germany into the world war of 1914 with all its far-reaching consequences.

"In Prussia it was to the teachers of the elementary schools that the State looked first for support in its attempt to create the idealisms

of German nationalism and to impose them on the young. After these it looked to the teachers of the higher schools and then to the University professorate.”—(Kidd's *Science of Power*, pp. 130-131.)

In Japan likewise “the West has beheld an Eastern nation within the space of less than two generations pass through the interval which separates feudalism from modern civilization. In this space of time a change in general habits, in social and mental outlook, and in national consciousness was accomplished as by the wand of a conqueror. The new social inheritance thus almost suddenly acquired has been so transforming in its effects and has so powerfully affected the potentiality of Japan in the world that in the brief period mentioned results have been attained absolutely in the face of all that was previously believed impossible.”—(Kidd's *Science of Power*, pp. 109-110.) And it has been a clear comprehension of the possibility of imposing national ideals on the minds of the young through skilful educational processes that has conditioned this transformation. And in our own country, more significant than any revelation made by the examination of draft boards as to the physical infirmities and mental poverty of a large percentage of our young life, is the realization of the swift and irresistible effectiveness of a nation's command of all educational agencies and educational methods and the determined and unremitting direction of them to the cause of winning a war. Even to professors and educational thinkers who have been experimenting, writing or speaking, for sometimes half a century, has come the stupendous revelation of the unrealized power of education to control, to direct, to dominate. And to all one may say, no longer in a perfunctory manner but with the strength of a new conviction, *here, now, in these schools and colleges are the Seats of the Mighty.*

But has there not come with this new understanding of the immense power of these processes a new sense of responsibility, a realization that education can destroy as well as build up? Can pervert as well as beautify and ennable? Educate to what purpose now we ask? To seek new ways of injury and devastation? To seek personal or group advantage with reckless fury, thoughtless of the feeling, interests, rights or destinies of other men? If strengthened bodies, sharpened minds, and quickened emotions are

to be used for the tearing down of all the legal, moral, and spiritual temples of civilization why strengthen them? It is the channels into which capacities are to be thrown, and the ideals to whose service they are consecrated that really count. Not merely *ability* to work out a course, to solve problems, domestic, business, political, international, but a *willingness* to solve them *right*, in the interest of all, in the spirit of peace and good will, in the service of God and Humanity. This *will* to do as well as *power* to do must be the essential element in education from henceforth. It is knowledge and science, but not knowledge and science alone, nor natural resources, which form the basis of a nation's prosperity. It is industry, integrity, faith, the spirit of co-operation and brotherhood, morals, religion.

There is now no conflict between different classes of schools. Technical schools and schools of liberal arts have their place, and so have independent, state, and denominational institutions. Denominations have played an important part in the educational history of America. They have founded schools, collected from the people resources, stirred the ambitions of young men and young women to attend college and are now such a significant factor in higher education, particularly in the south, that the state could not do the educational work needed by society without them. They supplement the schools of the state, can if they like pursue a more independent policy, can be conservative if they so desire, and can establish such religious instruction and influence as they deem wise. Those who conduct them should have cordial respect for the tradition of the church and should be glad in all consistent ways to please the religious body under whose auspices the institutions are conducted. These institutions are nevertheless public institutions too, drawing patronage and support from those of every faith and seeking favor from generous people regardless of denominational preferences. They should be conducted therefore in a broad and liberal spirit and must command the respect of institutions everywhere and thoughtful people of all beliefs.

Wholesome moral and religious conditions and the dynamic power of religion expressed in service should prevail. These conditions eminently characterize Randolph-Macon. There are few things more

irreligious than beguiling young men and young women into an insincere intellectual and scholarly atmosphere on denominational grounds; and membership in a congregation does not excuse a lying catalog or unworthy methods of instruction. Reverence is owed in an institution to the things held dear by the religious body under whose auspices it is conducted and by religious people generally. There must be preserved freedom of investigation and inquiry carried on for constructive purposes and expressed in due moderation and courtesy. It is a proper expectation that a denomination secure from its institutions trained and consecrated workers as ministers, missionaries and teachers, but its doors should always be freely open to all and none should be made to feel unwelcome or uncomfortable, and all should share the same sense of loyalty and affection. An important place of a denominational institution in denominational economy is as a part of the unselfish contribution by the Church to the service of all mankind, as the doors of its temples are open and its altars are the privilege of men and women of every creed.

Such broad and generous views at Randolph-Macon Woman's College have won general recognition and support for the institution and the future continuance of such a policy as no doubt will be the case, will assure cordial respect on the part of all, and redound to the honor and strength of this institution and of the great Methodist Episcopal Church South, whose work for humanity has been so conspicuous. This Church is now looking to a forward movement in Christian Education under its auspices, and is engaged in an earnest effort to add to the financial strength of its colleges, without limiting their privilege of appealing to all for aid, on the ground of their great service to society at large.

If the significance of the college has increased in recent years, if the wisely conducted denominational college has before it still a very large and rich opportunity, so it may be said with ever larger emphasis, that colleges for the education of women find the demand upon them vastly increased both by virtue of the numbers of those who are knocking at their doors for admission, and because of the expanding opportunities, political and economic, before women. The coeducational college will no doubt continue to grow, and it is

rendering conspicuous service, but the independent woman's college in which young women control exclusively their extra scholastic activities, in which the entire thinking of the administration and faculty can be directed to those methods and aspects of education most fruitful in the development of young women, will always appeal to large numbers of young women themselves and to their parents. There is something peculiarly charming and appealing about a woman's college—it justly commands the ability and consecration of able faculties and because of its strategic position in modern life must increasingly find response in the generosity of philanthropists who desire to mold the ideals of the world.

There is some plausibility in the contention that the determination of the character of civilization and the formation of broad public policy in the future will be in the hands of women of the race. It is contended by Schopenhauer and by Kidd that as distinct from man woman is "the creature to whom the race is more than the individual, the being to whom the Future is greater than the Present." (Kidd, *Science*, page 211.) She it is who contemplates the ideal to which men and civilization shall move; and she it is who is in the strategic position to determine the motive for all humanity. The vast significance not only of her mental capacities tomorrow, but of the compulsion of her ideal, of the causes to which she shall urge and drive humanity by her now increasing power, make her education of added dignity and importance. A community and state can do nothing of more vital significance at this time than to lay the foundations for the strongest, broadest and most liberal and most sympathetic culture of the mind and spirit of young women, holding as they do the destiny of the race.

A woman's college as do all others, exists not to serve itself but in the larger sense, to serve the community, including church, the city of its residence, the public generally.

At the present time there are increasing expectations of immediate relations of usefulness to the community and of enlarging opportunity for service by our colleges.

It must be remembered always, however, that the largest community service any institution renders is in the maintainance of standards of taste and culture and in the development of future

leaders and thinkers for the community's work. A college of liberal Arts must stand for the *abiding* and for much of its reward be content with the fruitage of future years. That does not mean, however, that it should fail to avail itself of those services and contacts which do not weaken its strength to perform its preeminent and permanent task. Men and women, not engineers and secretaries and chemists are the product it must aim to produce. And yet if it can help one to be *both* a great personality and a great chemist it is its privilege so to do.

Every College in all due respect to its main purpose can, as this College does and as it shall continue to do in the future, make its immediate contribution to the life and activities of today and seek by any reasonable broadening of its programme the privilege of meeting public needs.

It is entirely consistent with the high purposes of a great woman's college to throw open its doors to properly prepared students and for proper purposes during the months in which most educational plants are practically idle. What should be its attitude toward an enlargement of its student body? Should an institution seek to be large or seek to be small? It should seek to be neither. It should seek to do work of the highest quality and to render the greatest service to the state. It should neither dilute the quality of its work by an attempt at too rapid assimilation of new students beyond its resources to train, on the other hand it should not settle back in contented enjoyment of its reputation, regardless of the crying needs of those who would rejoice in the privileges it can bestow. It is possible to weaken its power by extending its resources over too large an area; it is also possible to narrow its horizon by a policy of too restricted exclusion. The work of training our young men and young women must be conducted and each institution must be willing to shoulder its part of the task in a manner and to a degree that shall be just to the old and just to the new.

Our college here has unlimited opportunities. I refer not merely to the opportunity of increasing the number of its students, to the degree that this should be found wise, but to the development of the quality and variety of its service. Its resources are far too limited for the field that it occupies; no Southern college as a matter of

fact is respectably equipped for the work that the south, not to mention other sections of the country, is demanding of it. In the north there are forty-eight colleges and universities each with over one million dollars in endowment against eight such colleges in the south. It is reported that last year northern colleges and universities received in large gifts 348 times as much as southern institutions. The endowment of colleges in Massachusetts alone exceeds the total endowment of all higher institutions of learning in the fifteen southern states.

In this college we should at once double our endowment, and then this endowment will be less than a million dollars. We need a large auditorium as is clearly evident here today; we need a chapel representing in proper proportion and with proper dignity the religious life of the institution; we need enlarged library and laboratory facilities; we need an adequate infirmary; we need a music hall and fine arts building to house the artistic life and possessions of the institution; not to speak of the dormitories we could immediately fill were the means forthcoming to erect them and at the same time to provide adequate instruction and equipment for the entire student body. We present an unrivalled opportunity for the founding of chairs, the endowment of scholarships, the erecting of buildings as memorials of friends or permanent records of the wise foresight of those interested in education and in young women. Here lies by the investment of one's material resources the certain privilege of blessing the spirits of an unending succession of young natures and of conferring immeasurable benefit on human society for all time.

Ladies and gentlemen, I have one more word to add and that is a word of appreciation. After something over a year of service at Randolph-Macon, I feel very grateful for the spirit of cordiality which has been evidenced and the helpful cooperation which on all hands has been extended. It is my earnest purpose to work in cordial sympathy with all the elements that go to compose our noble college life. To the faculty I shall continue to look for counsel in the conduct of the affairs of the institution, inviting a free expression of their views and seeking to establish with them the most human relations of cherished friendship. I value the privilege of harmonious labor and sympathetic fellowship with the Executive Committee

and Trustees of the college, aiming in conjunction with them to plan for the largest success of the institution. Those who enter here and abide here as students I would regard as a part of the president's family and love as his own (and only) girls, to whom he would devote the best of strength and talent. Those who have gone out are his pride and joy and hope for understanding and support that will not fail. And with the good people of this happy community, its churches, its organizations, and its industrious citizens I would endeavor to evidence the spirit of participation in their labors and seek personal and cordial friendships that will endure. From all I seek and to all I give goodwill and helpfulness. To every one who loves this college, who is related to it by any tie, my heart goes out this morning in sympathetic understanding, pledging as I do and as all no doubt do, the utmost consecration of power and talent to the end that Randolph-Macon Woman's College may reach even greater glory by serving ever more largely the noble young women whom it is our privilege here to receive and by promoting the welfare of the south and the nation that look to us for work, for loyalty, for faith and for devoted citizenship.

## ADDRESS

PRESIDENT FRANK J. GOODNOW

*Johns Hopkins University*

The Johns Hopkins University desires to extend to the Randolph-Macon Woman's College and to its President, Dr. Anderson, the greetings of a sister—or shall I say a brother—institution, itself also situated in the South. We express the hope that the Institution and its new President will have in the future the same success which has been so characteristic of its past history.

I am sure that you will continue doing the great work which you have hitherto been doing. I am, however, aware of the fact that, since the change which has so recently been made in the status accorded to women in our political organization, the burden which women's colleges must assume is heavier than it has ever been.

As I see it, a higher educational institution has three reasonably well defined functions which it must attempt to discharge. It must endeavor to teach its students how to live, so that their lives as individuals may be as rich and full as possible. In order to attain this end it must encourage its students to make the wisest use of their leisure time.

It must also have as one of its aims education for citizenship, and particularly the development of those leaders to whom human progress has owed so much.

It must finally contribute in some measure—perhaps I should say in as large a measure as is consistent with its other purposes—to the solution of the problem which most individuals must try to solve, that is how to make a living.

These three purposes, the teaching of how to live, how to become a useful citizen, and how to make a living, have been and are, at any rate, the purposes which men's colleges have had to bear in mind.

Knowing as little as I do about women's colleges I should be rash should I presume to state their purposes. But perhaps I may be permitted to venture the statement that before women were officially—I say officially advisedly—recognized to be the political equals of men one of the primary purposes of a woman's college was not the education of citizens. A glance at their curricula would seem

to indicate that what women's colleges sought was rather to teach how profitably to employ those leisure hours which constitute such a large part of most of our lives and how to make that living which since the fall of man has been his portion.

I sincerely trust that the momentous change due to the adoption of the 19th Amendment to the United States Constitution will not have the effect of causing the abandonment of the aims which now characterize women's colleges. At the same time I think there can be little doubt that women's colleges will be called upon to do more than has been done in the past to educate for citizenship and leadership.

No political system can be subjected to the influence which must necessarily be incident to the doubling of its possible voting classes without being greatly modified. The influx of such a large number of new voters, all of whom have or believe they have their own interests, my constitute a serious peril if wise leadership is not present. We men have not, I am free to admit, been altogether successful in the management of political affairs. The Great War which has nominally closed, but whose effects are so clearly perceptible, is a striking evidence of the failure of a man controlled world. It is to be hoped, perhaps expected, that feminine influence will cause a great improvement in the future.

Nevertheless, we men have in our blundering ineffective way learned and learned through the costly school of experience some things. These we should wish to pass on to the women who now must share responsibility with us. And I see no more effective way of doing so than through the women's colleges. I, therefore, am constrained to express the belief that the woman's college of the future in this country must assume the burden, if it has not already done so, of teaching citizenship and of educating for political leadership. That it will be able to do so seems certain. That the Randolph-Macon Woman's College with its past history and under the wise leadership of Dr. Anderson will make its contribution I have no doubt.

## ADDRESS

PRESIDENT EMELIE W. McVEA

*Sweet Briar College*

Mr. President, Gentlemen of the Board of Trustees, Ladies and Gentlemen:

As the president of one of the youngest women's colleges in the South, I may not seem the most appropriate representative to present to Dr. Anderson on this happy occasion the felicitations and good wishes of the women's colleges of the South; on the other hand, as one who has spent many years of her life in teaching in the South and who has welcomed with rejoicing every sign of the development of higher education for women in the Southern states, I can at least not unworthily voice my deep appreciation of what Randolph-Macon Woman's College has meant during the past twenty-five years to the college idea in the South.

Years ago I had the good fortune to be intimately associated with one of its earlier and best loved professors, Miss Celestia Parrish, and to her I owe my understanding of the aims and purposes of Randolph-Macon. This college was, I believe, the first in the South to differentiate sharply between the Academy and the college standard. In spite of the discouragement which came from small means and from a lack of real understanding on the part of Southern communities, Randolph-Macon initiated and maintained high standards of scholarship, nor has she ever lowered its ideals for the unworthy purpose of obtaining either numbers or popularity. These conditions happily are now of the past.

You come, Mr. President, to your high office at a most auspicious moment. Today women everywhere are alive to the need and to the value of college training. They are crowding through the gate-ways of state universities and private foundations. What was, a few years ago, almost an eccentricity has become a fashion. Our great regret is that the public is not yet so well aware of the value of such training as are the women themselves. The bequests and contributions to women's colleges are still meagre, so that for years to come these institutions must close their doors in the face of numbers of eager young women.

The fact that a college education has become a factor has its dangers as well as its advantages. As some one has recently said, the women of an earlier day entered a college as if it were a sanctuary. Alas! sometimes today they enter it too frequently to the tune of their favorite jazz. Multiplied extra curriculum activities often blur the real purpose of college life. Students dimly apprehend that the college offers something which they desire; something which will enable them not merely to make a living but to live a worthier life. This intangible something they call the spirit of the college. With men this spirit too frequently expresses itself overmuch in cheers from the bleachers; with women, in a round of class, dramatic and social activities.

It is your high office, Mr. President, in common with all other college presidents, during this period of shifting social, moral and mental standards to define clearly the province of the college. The prime purpose of the college, is to train the minds of men and women, to develop the power of accurate observation, just deductions, and suspended judgment. The thought of the college must be free but the thought of the college must be based upon knowledge and upon sound moral standards. With its face towards the future the college must bear in its heart and in its mind the wisdom of the past. That such is your interpretation of the college, Mr. President, both your private and your public utterances give evidence. With you as its guide, Randolph-Macon Woman's College, with a wealthy heritage from the past, will move forward to even higher attainments in the future.

The task of a college president is arduous; the asperities of his way are many, but his high reward is worthy of his toil. We do not need, as some one has said, arch-angels for college presidents but we do need men and women of devotion to scholarship, of high spiritual ideals, and of enduring faith in the youth of the world. As a representative of the women's colleges, I offer to you our felicitations and our confidence on this day of your public induction into your high office.

## ADDRESS

PROFESSOR JOHN C. METCALF

*University of Virginia*

President Anderson:

On behalf of the President and Faculty of the University of Virginia, I bring to you and the great institution over which you preside the most cordial good wishes on this memorable day. You were, I believe, Mr. President, born under the shadow of the University of Virginia, which therefore feels a local pride in you, although she cannot claim you as an alumnus. She feels, also, along with the rest of Virginia, the South, and the nation, a just pride in the history and fame of Randolph-Macon Woman's College.

The high standard of scholarship, the note of moral earnestness, and the record of unselfish service which this college has steadfastly maintained from the beginning, have won universal acclaim. The crowded condition of your halls attests this in a far more eloquent way than mere speech. You formally assume your high office with a background of noble traditions and the brilliant prospect of enlarging usefulness to the State and the Nation.

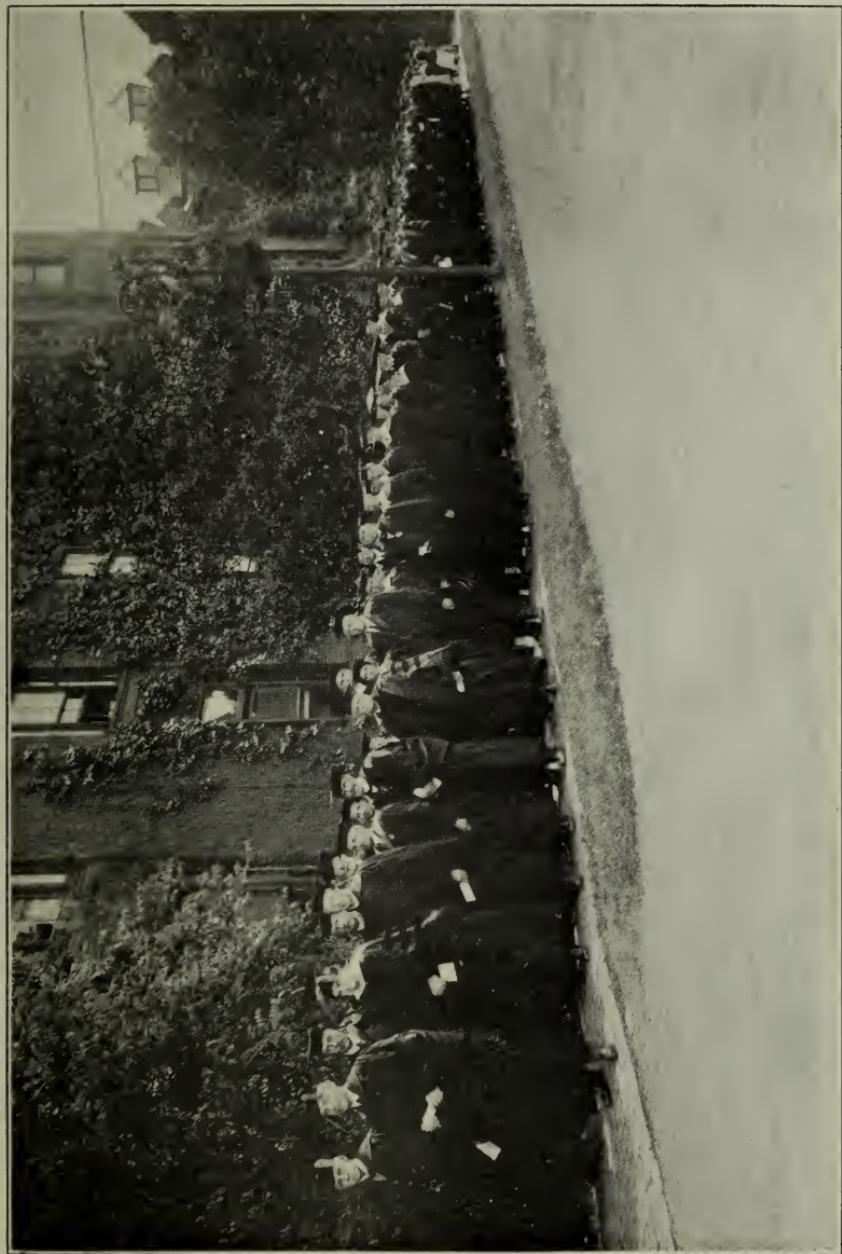
The University of Virginia is now more directly interested in woman than it once was, and so is able to pledge you a very practical form of co-operation. I believe one of your graduates will, at the approaching commencement, be the first woman to receive the master's degree from the University. Thus it will come about that a new bond of union will be established between us on this your inaugural year and our centennial year.

Permit me, Mr. President, personally, as a former colleague, and officially, as the representative of an old university, to extend my sincerest congratulations and my best wishes for your administration, begun under such happy auspices.

Education is only another name for the conservation, acquisition, and extension of human knowledge. It is a saving, a winning, and a building process. It is more than a merely intellectual game of analysis and synthesis, for into all true education there must enter a moral and spiritual element that gives poise and character to the rest. Never has this quality in education been more needed in the

world than today. You assume leadership at a critical time. Your interest in moral and spiritual values, your technical training, your fine human quality, your experience, and your enthusiasm for public service, all give assurance of a successful administration of your high office. We therefore hail you with confidence as a worthy leader in the great cause to which you have so significantly set your hand.

Following a reception given in Smith Hall Parlor in honor of President and Mrs. Anderson, the Inaugural Banquet was held in Smith Hall Dining Room at 8:00 o'clock. Covers were set for two hundred and fifty guests. Mr. Edward F. Sheffey, Chairman of the Executive Committee presided and speeches were made by Acting Dean, B. W. Arnold for the Faculty; Mrs. R. M. Woodson for the Alumnæ; Miss Martha Latham for the student body; President R. E. Blackwell for the Randolph-Macon System; Rev. Samuel T. Senter, of Court Street Methodist Church; Miss Ellen C. Hinsdale, of Mt. Holyoke College; President Henry Louis Smith, of Washington and Lee University; President J. A. C. Chandler, of William and Mary College.



THE ACADEMIC PROCESSION



## INAUGURAL BANQUET

SMITH HALL

APRIL 30TH, 1921, 8:00 P. M.

## MENU

## FRUIT COCKTAIL

RADISHES

OLIVES

SALTED ALMONDS

SOFT SHELL CRABS, A LA MARYLAND

SARATOGA CHIPS

BROILED SPRING CHICKEN ON TOAST

NEW POTATOES "BERMUDA"

GREEN PEAS

OLD VIRGINIA HAM

HOT ROLLS

TOMATO SURPRISE

MAYONNAISE

SALTINES

STRAWBERRY CAKE

VANILLA CREAM

COFFEE

## SPEAKERS

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MR. EDWARD F. SHEFFEY

CHAIRMAN EXECUTIVE COMMITTEE  
PRESIDING

DR. B. W. ARNOLD

ACTING DEAN RANDOLPH-MACON WOMAN'S COLLEGE

MISS MARTHA LATHAM

PRESIDENT OF STUDENT BODY

MRS. R. M. WOODSON

PRESIDENT ALUMNAE ASSOCIATION

DR. R. E. BLACKWELL

PRESIDENT RANDOLPH-MACON COLLEGE

HON. FRED. HARPER

MAYOR OF LYNCHBURG

DR. S. T. SENTER

PASTOR COURT STREET CHURCH

DR. ELLEN C. HINSDALE

MT. HOLYOKE COLLEGE

DR. DAVID S. HILL

PRESIDENT UNIVERSITY NEW MEXICO

DR. J. A. C. CHANDLER

PRESIDENT WILLIAM AND MARY COLLEGE

DR. HENRY LOUIS SMITH

PRESIDENT WASHINGTON AND LEE UNIVERSITY

Responses are printed below in every case where a copy was furnished by the speaker.

INTRODUCTORY REMARKS OF MR. EDWARD F. SHEFFEY  
PRESIDING AT THE INAUGURAL BANQUET  
APRIL 30, 1921

Randolph-Macon Woman's College is honored on this inaugural occasion by the presence of distinguished representatives of many of the leading institutions of learning in this country. Ladies and gentlemen, we welcome you and very gratefully acknowledge our appreciation of your presence. For each one of you personally and officially we wish all good things, and beg that you bear our cordial greetings and felicitations to your respective officials, faculties and student bodies.

Perhaps more than ever before in the world's history co-operation is being emphasized in business, government and religion. Surely in matters educational, co-operation can but be helpful to all concerned. Occasions of the character of today's inaugural serve to bring together leaders in the educational world and association and fellowship will materially strengthen friendships previously formed and create a more sympathetic understanding.

Randolph-Macon Woman's College during the 28 years of her life has made history in the South and has helped shape in a vital way the educational policies of the nation. As originally organized she had a great president and a splendid faculty. Nevertheless, there were those who predicted failure. The thought of a higher educational institution to give advantages to women equal to those enjoyed by the men of Virginia and the South was, to say the least, regarded as an experiment. In what a splendid way did the young women not only of the South, but of the East, North and West as well, respond, and tonight hundreds and thousands of Randolph-Macon girls in practically every State in the Union and many foreign lands turn their thoughts hitherward and lovingly breathe the name of Alma Mater.

This has been a day long to be remembered in R.-M. W. C. annals. Memory has been busy with some of us, as we have recalled scenes

of other days and the administration of President William Waugh Smith, than whom the South has never produced a greater educator, and of President Webb, the sweet spirited, scholarly christian gentleman. The impress of these men who closed their earthly lives in the service of R.-M. W. C. will abide during the years, and they have their reward.

Today we have witnessed the inauguration of a new president of this institution. The Board of Trustees without a dissenting vote united in calling Dr. Anderson to the presidency of this great college. His administration though brief has already demonstrated the trustees made no mistake in his selection. Young, aggressive, resourceful, resolute, educated, consecrated, christian, he has already endeared himself to the trustees, faculty, student body, patrons and the community at large. We bid him God-speed as he catches up the torch, fallen from other hands, and lights the way to oncoming thousands of girls from North and South and East and West, who are "coming, coming, evermore."

## RESPONSE OF ACTING DEAN B. W. ARNOLD, ON BEHALF OF THE FACULTY

Mr. Chairman, Ladies and Gentlemen:

I deem it an honor, and it is certainly a real pleasure to have the privilege of representing the Faculty on this glad occasion and of extending in their behalf felicitations to Dr. Anderson on this the day of his formal inauguration as our President. We have been working with him now for something over a year and have found him a gentleman who improves on acquaintance, whom, thus far, at least, to know the better is to like the better. You know, Dr. Anderson, that you have our friendship, esteem and hearty good will. Go forward with courage and confidence to the realization of your dreams and plans for our beloved college. We will follow you with gladness, promising counsel, co-operation, frank criticism, faithful service and genuine loyalty. We congratulate you upon your high honor while congratulating ourselves upon having your leadership.



## RESPONSE OF MRS. R. M. WOODSON ON BEHALF OF THE ALUMNAE

Those of you who keep up with the trials of Mr. Jiggs may recall a certain recent adventure of his showing him entering a restaurant and, contrary to his custom of ordering corn beef and cabbage, deciding to indulge in a table d'hôte dinner. The first course is brought him in a large white bowl into which he looks inquiringly. "What is this?" he asks the waiter. "It's bean soup, sir," replies that one in respectful tone. Whereupon Mr. Jiggs says, "I don't care what it has *been*, I want to know what it is now."

I am assuming that many of our guests here tonight, unlike Mr. Jiggs, will be interested in knowing not only what our Alumnae Association *is*, but what it has *been*. Hence, at the risk of boring some to whom my remarks will be old history, I am going to present briefly the following facts.

The Alumnæ Association began, as it were, in 1896, with the first graduation class of two members. The first formal organization of which there is any record took place in 1900. In this early organization, Mrs. Mattie Franklin Menefee was the moving spirit.

Until 1919, the affairs of the Association were carried on through the gratuitous services of a few loyal women who realized that the future importance of the organization would justify the efforts, time and thought they gave to laying well the foundations. In 1919, the Association secured its first paid secretary, who gives her entire time to the work. The qualifications required of her and the demands made upon her are exceeded only by those expected of a college president.

There are now 1132 graduates, of whom 765 are paid up members of the Association. There are 23 alumnæ associations in 14 states, which for the most part are engaged in some definite program bearing upon the civic or social life of their respective communities. The Association is represented through its members in 46 states and 10 foreign countries. In the work-a-day world we have doctors, chemists, bankers, missionaries, secretaries, social workers, nurses, Y. W. C. A. and Red Cross officials, teachers, librarians, and after June we expect to have a lawyer. Our graduates hold higher degrees from 22 colleges and universities. Of the 1132 who have received our bachelor's degree, including last year's class, 33% have married and my unprejudiced opinion is that they make exceptional wives.

From this brief summary you will see that the daughters of Randolph-Macon are following divers careers in many lands; that the Alumnæ Association is not only national but international; that both here and abroad the "old girls" are thinking and working for their alma mater. Wherever I meet a former student her first exclamation is, "I wish we had this or that for the college." Best of all, back of these wishes is the willingness to work for their realization.

It is but natural that as we grow older and as we work and study we should have ever increasingly high plans for the college. We are, as it were, measuring standards by a new yard stick which we have made for ourselves out of our larger experience and broadening contacts. Thus upon the foundation of four years training within these walls, the alumnæ are building in the light of more

mature judgment, having in view the ideal of what they want Randolph-Macon to be. We are encouraged by the thoughts that more and more as we make ourselves deserving we shall take an increasingly large part in helping to shape the policies of the college. An educator recently visiting here confided to me that more and more educational institutions are giving over to their alumnae and alumni the authority once vested in trustees. Indeed, I gathered from what this gentleman said that boards of trustees are much like one's appendix—it is possible to worry along with this superfluous organ, but it is a great relief to be rid of it. But let me hasten to assure any here who may be anxious that it is not the plan of our Alumnae Association to advocate abolishing the Board of Trustees—at present.

Seriously, Mr. President, we, as alumnae realize that we have resting upon us a large obligation the fulfillment of which shall be our earnest concern. This is the message I would bring you from the organization I have the honor of representing tonight. May you realize more and more as we work together, how deeply we have the welfare of the college at heart. We stand ready to help you in the furtherance of all those plans that mean a greater and broader Randolph-Macon. Will you not think of us as your reserve forces which can be quickly mobilized into an advance guard should you sound the tocsin? We welcome you as our President, and may we together push forward toward a realization of the ideals we hold, building not only for today but for the future generations.



#### RESPONSE OF MISS MARTHA LATHAM ON BEHALF OF THE STUDENT BODY

Last year when we knew, Dr. Anderson, that you were to be with us, we looked forward eagerly to your coming. We did not know you but we received you with the loyalty of a college receiving its new president. You have been with us one year and this evening I am to bring to you a message of welcome from the Student Body. That message is a simple one and it is this: You are well loved at Randolph-Macon. And do you know what it means to have the

love of a Randolph-Macon Student Body? It means that six hundred girls respect and honor you; that you hold a large place in the heart of each one of them, and that six hundred girls are willing to work with you for a more perfect Alma Mater.

And so, on this, your Inaugural Day, in the name of this Student Body and of the Student Bodies of the future, I pledge to you, Dr. Anderson, for all the years that are to come, our loyalty, our support and our deepest love.



#### RESPONSE OF PRESIDENT R. E. BLACKWELL, RANDOLPH-MACON COLLEGE

Mr. Toastmaster:

There have been a number of references today to your great founder, Dr. W. W. Smith. I want to tell you that it was a mere accident that you had a great founder, and, does that not mean, that it is an accident that you have a great college, for Dr. Smith was not your first President? I, myself, might have been the first President, of the Woman's College, and perhaps several others. Finally Dr. Smith turned to a man who had made a name for himself by building up an institution for women in another State. He came on to Lynchburg, talked the matter over with the trustees, and was elected President of the Randolph-Macon Woman's College.

After the trustees adjourned, he was brought out to this place, which was then an old field with the walls of the main building about four feet out of the ground. The prospect was so cheerless that he insisted on resigning immediately. It was in vain that Dr. Smith pointed out that the trustees had adjourned and left the city, and it was equally in vain that he talked enthusiastically of the future. The gentleman said the task for him was an impossibility.

Dr. Smith made other efforts to find a president, but in vain. The work had been started and had to go on. There was nothing else for him to do, but to act as President along with his other duties.

Thus I say it was an accident that you got your great President. Some may prefer to call it providential.

In fact, the founding of the Woman's College in the South with the same standards as the colleges for men was an act of heroic faith. The man who had done most for woman's education in the South told us that we were throwing away money to try any such plan. He had, he said, provided two years of a college course for his girls, but none of them would take it. All the Southern girls wanted was enough education to make a good show in society. But Dr. Smith, though a Virginian of the Virginians and intensely Southern, as became a follower for four years of Robert E. Lee, looked beyond his State, and beyond his section in trying to read the signs of the times. "What the girls of English descent want in Massachusetts, their Virginia sisters are going to want in Virginia; and what Virginia girls want, the Southern girls will want." And so seeing what was going on in other parts of the country, he founded the College for Women with the same high standards as the College for Men.

The first year's catalogue of the Woman's College was exactly the same as that year's catalogue of the Men's College at Ashland, with the exception of the names of the professors. The courses were the same. The amount of ground covered was the same, and the examinations were to be the same. As Dr. Smith expressed it, "The Woman's College was born sixty years old."

The result proved Dr. Smith's foresight. The college began with 126 students, all but 20 from Virginia, and as fast as he added a dormitory, holding 100 students, the girls filled it before the plastering was dry; and if we had had the means to add dormitories and professors, you could have had here, by this time, 1,600 students as well as 600.

It has been one of the humiliating things to me that we have not been able to make any of our rich men see the vision of what a woman's college with 1,500 girls would mean to Methodism, to Virginia, and to Lynchburg. It is true that to Lynchburg we owe the Woman's College, for without the backing that Dr. Smith received from the people of Lynchburg in those days of unbelief and unfaith, there would have been no Woman's College; and no men upheld his hands in those trying hours with greater faith than did John P. Pettyjohn and E. F. Sheffey. Nevertheless, we have failed

to make men of large means see the largest possibilities that lie before an enlarged and thoroughly equipped Randolph-Macon Woman's College. The privilege of capturing the imagination of wealthy men, or of the City of Lynchburg, so that Dr. Smith's complete ideal may be realized will be the task of the new President, and I know of no one better able to accomplish the task.



### RESPONSE OF MISS ELLEN C. HINSDALE, MOUNT HOLYOKE COLLEGE

When the visitor from the North comes for the first time into the heart of Virginia and to a city on the James River, he falls at once into a historical mood. When the visitor happens to be the delegate from Mount Holyoke College, to the inauguration of the president of the oldest woman's college in the South, her thoughts inevitably turn to the beginnings of the higher education of women in this country.

When the Virginian fathers founded William and Mary they did not dream of the possibility of a college education for girls, nor did Thomas Jefferson, when he was planning the university which was to add to the glory of his native state.

In Massachusetts, the Puritans provided for public schools very early in their history. But they were schools for boys only. For a long time the dace school and hornbook were considered good enough for the girls. We have all heard those pathetic stories of ambitious girls listening in hallways and on doorsteps to the lessons being recited by their brothers inside.

In 1790 the town of Gloucester came to the conclusion that "Females . . . are a tender and interesting branch of the community, but have been much neglected in the Public Schools in this town," and admitted girls to the schools, not, however, as regular pupils. Gradually other towns followed the example of Gloucester. In time girls also found their way into some of the academies, both private and endowed, which fitted boys for college. Harriet Beecher Stowe gives a charming picture of such a school in "Old Time Folks"

where boys and girls studied mathematics and the classics side by side. But there was nothing beyond for the girls.

In the same decade in which the towns of New England first took cognizance of the educational needs of the "tender part" of their communities there was born a girl on a little hill farm in Western Massachusetts who was destined to be enrolled among the educational pioneers of the world. That girl was Mary Lyon. From earliest childhood she was filled with a burning zeal for education. After getting all that she could, first in the district school and later in a nearby academy, she taught in several of the best girls' schools in the state. Schools had been established in some numbers by earnest men and women who were anxious for a higher type of education for girls than could be obtained at the usual boarding schools. One of these schools was the famous Emma Willard School at Troy, New York, and another was the Ipswich Seminary in Massachusetts, where Mary Lyon was for a time a teacher. But these schools were all private undertakings and their success depended entirely upon the personality and character of the man or woman at their head.

In the early days of her teaching, Mary Lyon conceived the idea of a school for young women which should be "founded, endowed and sustained." With no backing except her own character and energy she set about to realize this idea. To carry out her plan she needed twenty-seven thousand dollars, which was a large amount in 1835. She drove over the hills of western Massachusetts asking the townspeople and farmers to help her make up this sum. Her account books show gifts ranging all the way from six cents to one thousand dollars. As the result of this labor Mount Holyoke Female Seminary was opened in 1837 in South Hadley, a village in western Massachusetts. It was the first public institution for the higher education of women to be "founded and established" with a board of trustees, regular curriculum and entrance requirements. It was not, however, endowed at the beginning except with the devotion and ability of its founder and her associates. Although it was a nascent college it did not attempt more than would gain the support of the best people. With all her boldness Mary Lyon made it her principle not "to take leaps but to advance gradually," as she wrote in one of her early reports. So Latin was not included in the curri-

culum at first but provision was made for teaching it to those who wished it. So cautious was Miss Lyon that in the second or third catalog it was mentioned in a footnote in fine print. In ten years it was required for admission.

It was only the advanced public opinion which supported the new school in all respects. In a quaint account of an early commencement, written by a visitor for one of the Boston papers, the institution is highly praised on the whole, but the public presenting of diplomas is condemned as an evil "endangering that beautiful seclusion in which female loveliness should live and move and have its being and its rewards."

The Mount Holyoke venture met with instant approval among the other pioneers in the higher education of girls. Miss Lyon was from the first asked for advice and help in establishing similar schools, especially in the West. In the same year in which Mount Holyoke was founded, Oberlin, the oldest co-educational college, was established in the wilds of Ohio. But at first the girls were not admitted to the full college course. A so-called ladies' course was devised for them and their female loveliness was guarded on commencement day by having their graduation essays read by a member of the faculty. After Mary Lyon and her contemporaries had pointed out the way progress was rapid. Vassar was founded in 1861, the first institution for the higher education of women offering a full college course at the start. Wellesley, whose founders had been patrons of Mount Holyoke and whose first president was a graduate, followed in 1870 and Smith in 1871.

Mount Holyoke continued as a seminary until 1883 when it received a college charter. Thus as a college it is not much older than Randolph-Macon. If our friends who believe in the return of the spirit after death are right, I am sure that the spirit of Mary Lyon is always present at the inauguration of the president of an American woman's college.

RESPONSE OF PRESIDENT J. A. C. CHANDLER,  
WILLIAM AND MARY COLLEGE

As a representative of the College of William and Mary, I am delighted to be present on this joyful occasion.

For a number of years I knew Dr. Anderson when he resided in Richmond. As a matter of fact, he was my successor at Richmond College as Professor of History. I congratulate this institution upon having at its head a man of such broad vision as your President. He is not only a good teacher of History and Political Science, but he is a man of affairs. In his connection with the Civic Association of Richmond he showed his organizing ability, and due to his energy more than that of any other man a change in the system of government for Richmond was accomplished. In Dr. Anderson you have a man of wisdom, a man whose heart is filled with love for humanity and the desire to promote the welfare of the human race as a whole. He is not the proponent of any class or privilege, but he stands for all alike and is willing to help in every undertaking which will promote the interests of human society.

To Randolph-Macon Woman's College is due wonderful credit, for at the time it was established it was the only woman's college in Virginia, and for some time it was the only woman's college in the South that had the rank of a standard college of "A" grade. This institution has done a marvelous work in developing the cultural side of education among the young women of Virginia and the South. The field is unlimited and I predict greater development in the future.

A woman's college, in my judgment, has four fundamental matters for consideration.

First—Good cultural courses which will lay the foundation for advanced work at a university or for service in society in the event that the student's academic career ends with the college.

Second—Women have been granted the full rights of citizenship in this country, and it is incumbent upon a woman's college to give courses in political science and government so that the women of the land will be thoroughly prepared for the responsibilities of citi-

zenship. There was a time when our legislative bodies considered chiefly the passage of laws relating to political machinery and matters of governmental organization. Today, on account of the great changes that have taken place in our civilization our legislators spend a good part of the time in trying to frame satisfactory laws dealing with economic and social matters. As a rule they are not thoroughly qualified to deal with the great problems that confront us in our new economic and social conditions. The courses of instruction in all of our institutions should, therefore, deal specifically with social and economic problems so that our graduates may go forth to life prepared as citizens to deal with these problems in an intelligent way.

Third—Eighty per cent of the women graduating from college marry and become home-builders. It is unfortunate, however, that so few of them know much about the essentials of home-making. Every woman's college should give in connection with cultural work good courses in home economics.

Fourth—Say what we may, the public school system has come to monopolize elementary and secondary education. If it is to function to the best advantage of the pupils those who teach in these schools are to be trained for the work. Four years of Latin, four years of mathematics, and four years of high English, including Middle English, Anglo-Saxon, and what not, is not a satisfactory preparation for teacher training. Every institution for women should emphasize education as a part of its course of instruction, and particularly should this be the case with institutions for women, because ninety per cent of the teachers of this country will always be women, and wisely so, as the women of the land have the God-given responsibility of raising and caring for children. Not only is this a home duty, but it is a school duty as well, and all the preparation that can be given for the home and the school to young women in our colleges is a wise provision.

We owe our existence to woman and the better she is qualified for the duties that God has placed upon her the better it is for society. The function of a woman's college is therefore broader than that of a man's college—the responsibilities are greater.

Randolph-Macon Woman's College has done much to meet those responsibilities. It will do more, and the more it does in full recognition of woman's place in the world the more service it will be rendering. Under the direction of its president I believe that it is going to accomplish even more for society than it has in the past. May the noble work done by President Smith and President Webb, under the wise direction of President Anderson, grow and bring forth fruit in great measure, yielding an increase of thirty, sixty, or a hundred fold.

DELEGATES FROM COLLEGES AND  
UNIVERSITIES

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PRESIDENT HARRY PRATT JUDSON, A. M., LL. D.

JOHNS HOPKINS UNIVERSITY

PRESIDENT FRANK J. GOODNOW, A. M., LL. D.

UNIVERSITY OF VIRGINIA

PROFESSOR JOHN C. METCALF, A. M., PH. D.

MR. N. C. MANSON, LL. B.

WASHINGTON AND LEE UNIVERSITY

PRESIDENT HENRY LOUIS SMITH, PH. D., LL. D.

UNIVERSITY OF DELAWARE

PRESIDENT WALTER HULLIHEN, PH. D.

WESTERN RESERVE UNIVERSITY

MISS ANNA MARIE PETERSON, A. B.

WILLIAM AND MARY COLLEGE

PRESIDENT J. A. C. CHANDLER, PH. D., LL. D.

SWEET BRIAR COLLEGE

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PRESIDENT R. E. BLACKWELL, A. M., LL. D.

## OBERLIN COLLEGE

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## UNIVERSITY OF NEW MEXICO

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PRESIDENT JOHN C. ACHESON, A. M., LL. D.

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